



## Week 4 Assignment:

### Overview

The purpose of the assignment this week is to design student-centered learning experiences with technology. As a technology leader in your classroom, school, or district, you will be expected to know how to devise technology enhanced learning plans and interventions to meet the needs of diverse learners. But also, you will be expected to know and understand what types of professional development best supports teachers for the implementation of various technologies in the instructional process. From the readings and video clips, you will gain resources, tools, and practices to assist teachers with teaching with technology. Also, you will collaborate with your learning team in the Google docs, Google site, and CAST areas to create learning activities, as denoted in the plan your team created in Week 3, for the solution to your scenario-based group project.

Again this week, you will update your personal eportfolio wiki. For this course, you will continue to use the personal wiki eportfolio that you created in EDLD 5306. You will update your wiki eportfolio once you've completed all of the readings, videos, and discussions associated with each week's lesson.

### Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Assignment Week 4 - Part 1</b> Extends personal wiki eportfolio to include knowledge learned about the Week 4 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: <a href="http://www.albion.com/netiquette/orerules.html">http://www.albion.com/netiquette/orerules.html</a> . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review.	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. (0 pts.)

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	<p>posting reflects an in-depth, substantive one-two paragraph update.</p> <p>4. Student sent the wiki link to the instructional associate for review.</p> <p><b>(max. 10 pts.)</b></p>	<p><b>(max. 8 pts.)</b></p>	<p>week's topics.</p> <p>5. Student sent the wiki link to the instructional associate for review.</p> <p><b>(max. 6 pts.)</b></p>	
<p><b>Assignment Week 4 - Part 2</b>  Group Project -Team Scenario Learning Activities</p>	<p>1. Provide evidence each team member contributed to the solution and learning activities.  <b>(5 pts.)</b></p> <p>2. Team Google site/doc link sent to the instructional associate, shared with team members, and professor(s).  <b>( 5 pts.)</b></p> <p>3. Learning Activities mirror the team action plan and include evidence of the following components.  <b>(5 pts.)</b>  <b>Components:</b>  <b>-Design of the integration/ intervention program:</b>  What grade level and content</p>	<p>1. Incomplete team member participation.</p> <p>2. Incorrect Google site/doc link; not appropriately shared with the team members, instructional associate or professor(s).</p> <p>3. Missing 1 of components listed in the acceptable column.</p> <p><b>(max. 30 pts.)</b></p>	<p>1. Incomplete team member participation.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. Missing more than 1 component listed in the acceptable column.</p> <p><b>(max. 10 pts.)</b></p>	<p>1. Incomplete team member participation, late, or failure to submit content.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. General failure to follow expectations outlined in the "Acceptable" column of this rubric.</p> <p><b>(0 pts.)</b></p>

	<p>area(s) will you address to meet the unique needs of 30 students?  <b>(5 pts.)</b></p> <p><b>-Implementation of the integration/intervention program:</b>  Examples of learning activities/units to address each unique set of needs in the scenario.</p> <p>Evidence of a way to address the professional development needs of the teacher in the scenario.</p> <p>Evidence of the use of 21<sup>st</sup> Century technology trends.  <b>(10 pts.)</b></p> <p><b>Evidence of ways to meet individual differences of:</b></p> <p>Gifted and talented, online users, disabled, blind, hearing impaired, and multiple achievement levels.  <b>(10 pts.)</b></p>			
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	<p><b>-Assessment of the integration/ intervention program:</b>  Evidence of assessment for each learning activity.</p> <p>Evidence for some type of assessment which might include observations/reflections regarding how you might determine whether the teacher has an understanding of how to teach with technology to benefit student learning.  <b>(10 pts.)</b>  <b>(Total =50 pts.)</b></p>			
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### **Assignment Week 4 - Part 1 Instructions**

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 4.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 4 of this course.

### **Assignment Week 4 - Part 1 Submission Content**

<b>Your Wiki ePortfolio URL</b>	<a href="http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech">http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech</a>  <a href="#">Direct link to week 4</a>
<b>Time and Date of Your Update</b>	March 20, 2011 at 10:25 PM

**A Copy of Your  
Wiki ePortfolio  
Posts**

**(Copy and paste  
from your wiki  
eportfolio)**

**Week 4**

***Reflection***

Social and emotional learning in school is important so that school is not just cognitive. This type of learning is more than just getting along and social skills. This is to help teachers to support themselves as social and emotional learners. I appreciated Darling-Hammond when she stated that teachers should be able "able to calm yourself and deliberative" and that the best teachers are "emotionally intelligent" (Edutopia 2007). She also stated that how do we work together is at the core. She also questioned our schools ability to be help relationships form when we have factory model schooling with age grading. We have high schools students who have multiple teachers and much of the environment is punitive and coercive since it is about control. She stated that our schooling is asking people do things that are not natural.

I appreciated that the McRel Technology Initiative saw the benefit of social learning. The Initiative supported that, "Activities for the first year of MTS are designed, in part, to build a team of teachers who are mentored in the first year, and then go on to mentor other teachers in the second year" (Pitler,2005, p. 11). Students and educators learn in an atmosphere where our social and emotional learning is fostered.

Dr. Seymour Papert also said in the video *Project Learning* that students,

"should learn it when they need it" (Edutopia). I think his basis though is similar to how we strive to help students know how the concepts they learn in real life. If we help them to see how the knowledge they are learning affects them on a daily basis, then we have succeeded in making the knowledge meaningful. Papert was, and still is, a visionary. He was the founder of Logo, which is a simple programming language. I happened to go through his programming "course" when I was in Kindergarten. At the age of five, I was programming using the Logo language. I do not remember a test on the knowledge, but to this day, I have an affinity towards technology.

With budgeting issues on the forefront, schools may want to consider using the devices students already own. I am at an elementary and we are piloting "bring your own device" in one of our elementary classrooms. At the high school in my district, teachers utilize the students' phones in a multitude of ways. As budgets are cut, we may need to see about students voluntarily using their own devices. As far as cell phones, I know most high school students have a better cell phone than I do. As we learned from Vicki Davis's class in *Harness Your Digital Smarts*, we need to empower our students with as many digital tools as possible (Edutopia).

Educators need to find innovative ways to evaluate students. "Giving the same written test to all students is neither fair nor accurate" (Rose &

Mayer, 2002). Rubrics are an excellent way to support a grading system in a way that enables students to understand the scoring. It is important though, that the educator is consistent with their scoring when utilizing rubrics. The purpose for rubrics is to help a students understand the criteria as pertaining to objective seen as important. Although rubrics can be subjective, it aids the teacher with grading. Multiple assessments are an effective way for educators to ensure the content is curriculum based. "Most traditional assessments are detached from instruction and practice" (Rose & Mayer, 2002). It is important teachers see how students are making connections in their learning over time.

Rubrics help to create a positive atmosphere in the classroom if utilized correctly. Students will understand the grading system and will help students have a positive emotional and social connection with the class. As Linda Darling-Hammond stated the best teachers are "emotionally intelligent" (Edutopia.org, 2007). We need to ensure we have a positive atmosphere for not only the children but for ourselves as educators.

Edutopia.org.(nd). *Harness you students' digital smarts*. Retrieved Mar. 15, 2011 from <http://www.edutopia.org/digital-generation-teacers-vicki-davis>

Edutopia.org (nd). *Project learning: An overview*. Retrieved on Mar. 14, 2011 from <http://www.edutopia.org/project-based-learning->

	<p><a href="#">overview-video</a></p> <p>Edutopia.org (December 10, 2007). <i>The Collaborative classroom: An interview with Linda Darling-Hammond</i>. Filmed at CASEL forum in New York City. Retrieved on Mar. 15, 2011 from <a href="http://www.edutopia.org/linda-darling-hammond-sel-video">http://www.edutopia.org/linda-darling-hammond-sel-video</a></p> <p>Pitler, H. (2005). McRel technology initiative: The development of technology intervention program final report (Contract Number ED-01-Co-0006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service NO. ED486685) Retrieved from <a href="http://eric.ed.gov/PDFS/ED486685.pdf">http://eric.ed.gov/PDFS/ED486685.pdf</a></p> <p>Rose, D., &amp; Mayer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 7. Available online at the Center for Applied Special Technology Web site. Retrieved March 16, 2011, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p>
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## Assignment Week 4 - Part 2 Instructions

### Group Project - Design and Create Technology-Based Learning Activities

1. This week, your learning team will continue to collaborate in the Google docs area to fine-tune the activities you plan to include in your group project. The next step in completing your group project is to design and create technology-based examples of the learning activities your team recommends as a solution for the scenario. The examples should be reflective of what your team brainstormed and recommended in your Google doc plan. Then you will publish the learning activities/units to your team Google site. Each of you should have created a UDL learning unit in Week 3. These can be utilized as



part of your scenario solution, provided they support the team plan.

2. If you need to review the scenario, you can access it in the Resources folder or online at the Google site: <http://sites.google.com/site/luteachingwithtechnology/>.
3. Your team is welcome to be as creative as you like with this project. You are encouraged to incorporate video, blogs, wikis, and documents to share examples of how your team would provide a solution for the scenario.
4. Remember to review your plan components and design the learning samples/units/activities/technology activities to reflect what you brainstormed as your solution.
5. As you make decisions about which strategies to include as solutions for the scenario, you might want to review the type of instructional strategies that could provide feedback and evidence of student learning. Ask yourself this question, "How will students demonstrate their learning?" If there are presentations, the strategies should clearly delineate whether the project/presentation is representative of an individual, pair, or group's work. Rubrics could delineate the responsibilities.
6. Also, when planning for successful teaching with technology lessons as ideas for the scenario, it is extremely important that you clearly identify the state content standards, benchmarks, or indicators that students must learn. Then, find the technology standards and indicators that complement the content standards. You can locate the National Educational Technology standards at the ISTE Web site <http://www.iste.org/AM/Template.cfm?Section=NETS>.

**Each individual on the team will need to submit the content below to your IA via Epic Assignments. If you have questions, please contact your IA.**

**Assignment Week 4 - Part 2 Submission Content**

In this space, you will provide the URL for the following:

- Your team Google site that contains your team's technology learning activities.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 4 of this course.

<b>Your team Google URL</b>	<a href="http://sites.google.com/site/projecttechnologytools/">http://sites.google.com/site/projecttechnologytools/</a>  <b>Direct links to</b>
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	<a href="#"><u>Action Plan</u></a> <a href="#"><u>UDL Group Lesson</u></a> <a href="#"><u>Examples of products</u></a> <a href="#"><u>Team Google Doc</u></a> <a href="#"><u>Unit rubric</u></a> (please note the tabs on bottom of spreadsheet)
<b>Time and date of completion</b>	March 18, 2011 around noon